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SESSION 1911-1912

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# Louisiana State Normal School

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NATCHITOCHES, LA.

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MAY 29, 1911—MAY 24, 1912

J. G. HAUSER, "THE LEGAL PRINTER"  
NEW ORLEANS, LA.

LOUISIANA COLLECTION

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SESSION 1911-1912

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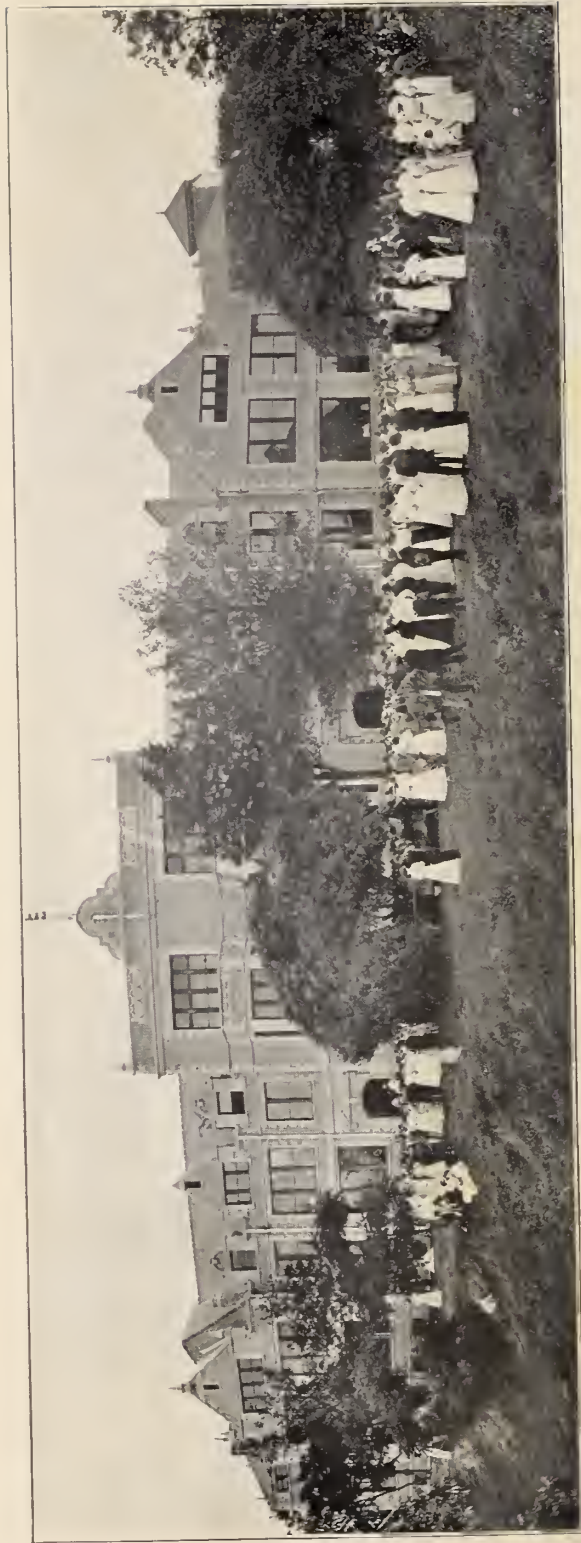
# Louisiana State Normal School

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NATCHITOCHES, LA.

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MAY 29, 1911—MAY 24, 1912 ✓



NEW ACADEMIC BUILDING.  
Presentation of Flag by Senator T. C. Barret.

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## BOARD OF ADMINISTRATORS.

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### Ex-Officio Members.

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His Excellency, J. Y. Sanders.....Governor of Louisiana,  
Baton Rouge.

Hon. T. H. Harris.....  
.....State Superintendent of Public Education,  
Baton Rouge.

J. B. Aswell.....President State Normal School,  
Natchitoches.

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Judge A. J. Lafargue.....Third District  
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Hon. Solon Farnbacher.....Fourth District,  
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Natchitoches.

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### Officers of the Board.

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Gov. J. Y. Sanders, President.....Baton Rouge

Hon. G. W. Jack, Vice-President.....Shreveport

Mr. Edward Phillips, Treasurer.....Natchitoches

Mr. T. P. Chaplin, Secretary.....Natchitoches

## REGULAR FACULTY.

1910-1911.

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J. B. Aswell.....	President and Teacher of Pedagogy
Charles Gott.....	Training Teacher
George Williamson.....	Biology and Agriculture
Lizzie Carter McVoy.....	English
John C. South.....	Latin and Writing
R. W. Winstead.....	Latin
L. A. Davis.....	Physics and Chemistry
Roberta Newell.....	Mathematics
H. W. Stopher.....	Singing
A. M. Hopper.....	Manual Training
M. S. Pittman.....	History and Civics
R. E. Bobbitt.....	Mathematics
P. T. Hedges.....	Mathematics and Science
C. M. Reinoehl.....	Psychology and Pedagogy
Dean E. Varnado.....	English
Mabel Moore .....	English
Laure Tauzin .....	French
Mary Eleanor Broliar.....	Drawing
May Phillips .....	Drawing
Gertrude Decker .....	Singing
C. G. Poole.....	Men's Athletics and Science
Myrtle Billings.....	Domestic Science
Cora Carr.....	Women's Athletics and English
Bessie V. Russell.....	Critic Teacher, 1st Grade
Della Westrope.....	Critic Teacher, 2nd Grade
Alicia Dickson.....	Critic Teacher, 3rd Grade
Orra Carroll.....	Critic Teacher, 4th Grade
Jessie Bowden.....	Critic Teacher, 5th Grade
Edna Levy.....	Critic Teacher, 6th Grade
Augusta Nelken.....	Critic Teacher, 7th Grade
J. E. Guardia.....	Critic Teacher, 8th and 9th Grades

## REGULAR FACULTY—Continued.

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Helena Messerschmidt, Critic Teacher, 10th and 11th Grades	
Scharlie Russell.....	Librarian
Pauline Alfont.....	Violin and Piano
Anna Maude VanHoose.....	Piano
Edith Burlingim.....	Piano
Gertrude Tillmanns.....	Piano
Mrs. Henry Hawkins.....	Matron
Lillie M. Keane.....	Graduate Nurse
Blanche Allgood.....	Secretary-Cashier
J. C. Monroe.....	Registrar
Robin L. Smith.....	Engineer
W. T. Row.....	Watchman



## SUMMER TERM FACULTY.

1911.

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J. B. Aswell.....	President
Charles Gott .....	Training Teacher
George Williamson.....	Biology and Agriculture
Lizzie Carter McVoy.....	English
Roberta Newell.....	Pedagogy and History of Education
John C. South.....	Latin
R. W. Winstead.....	Latin
L. A. Davis.....	Physics and Chemistry
C. C. Henson.....	Pedagogy and Psychology
H. W. Stopher.....	Singing
M. S. Pittman.....	History and Civics
R. E. Bobbitt.....	Mathematics
P. T. Hedges.....	Mathematics
C. M. Reinoehl.....	Psychology and Mathematics
Orra Carroll.....	English and History
O. B. Staples.....	Theory and Art of Teaching
A. M. Hopper.....	Manual Training
Dean Varnado.....	English, Critic Teacher in High School
Cora Carr.....	English and Swimming
Laure Tauzin .....	French
Mary Eleanor Broliar.....	Drawing
E. H. Fisher.....	History and Mathematics
Isabel Williamson .....	Drawing
Helen H. Cook.....	Voice
Myrtle Billings .....	Domestic Science
C. G. Poole.....	Physics and Athletics
Zelia C. Christian.....	Science
J. C. Cochran.....	Assistant in Science and Latin
Bessie V. Russell.....	Critic Teacher, 1st Grade
Myrtle Pecou.....	Critic Teacher, 2nd Grade
Alicia Dickson .....	Critic Teacher, 3rd Grade



## SUMMER TERM FACULTY—Continued.

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Bess A. Graham.....	Critic Teacher, 4th Grade
Jessie Bowden .....	Critic Teacher, 5th Grade
Edna Levy .....	Critic Teacher, 6th Grade
Augusta Nelken .....	Critic Teacher, 7th Grade
J. E. Guardia.....	Critic Teacher, High School
Helena Messerschmidt.....	Critic Teacher, High School
Scharlie Russell .....	Librarian
Pauline Alfont.....	Violin and Piano
Anna Maude Van Hoose.....	Piano
Edith Burlingim .....	Piano
Jemmie Nelson .....	Kindergarten Methods
Berta Mae Hall.....	Assistant in Chemistry
Margaret Smith.....	Assistant in Manual Training
Mrs. Henry Hawkins.....	Matron
Lillie M. Keane.....	Graduate Nurse
Blanche Allgood .....	Secretary-Cashier
J. C. Monroe.....	Registrar
Robin L. Smith.....	Engineer
W. T. Row.....	Watchman

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C. J. Brown, Supervisor of Elementary Schools, will teach Rural School Pedagogy during the first two weeks of the term.

L. J. Alleman, State Institute Conductor, will do some work in the Summer School. A course of lectures will be given by eminent lecturers of national reputation.

## CALENDAR FOR 1911-1912.

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May 28, Sunday at noon.....Dormitories Open  
May 29, Monday.....Regular Entrance Examination and  
Classification of Summer Term Students  
May 30, Tuesday.....Session of 1911-1912 Begins  
August 5, Saturday.....Summer Term Closes

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September 10, Sunday at noon.....Dormitories Open  
September 11, Monday.....Entrance Examinations  
September 12, Tuesday.....Fall Term Opens  
November 24, Thursday.....Thanksgiving Day  
December 1, Friday.....Fall Term Closes

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December 4, Monday.....Winter Term Opens  
December 23,-January 2, 1912.....Christmas Vacation  
March 1, Friday.....Winter Term Closes

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March 4, Monday.....Spring Term Opens  
May 24, Friday, Spring Term Closes (Commencement Day)

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June 2, Sunday.....Dormitories Open  
June 3, Monday.....Summer Term Opens

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Regular students who apply for classification later than the first week of a term are charged an extra fee.

All summer-term students should take receipts from railroad agents when buying tickets to Natchitoches.



Christianity at Fort Horn  
Dec. 15, 1910



# STATE NORMAL SCHOOL.

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The Normal School was established by Act of the General Assembly of Louisiana July 7, 1884. The State Board of Education located the school at Natchitoches, and the buildings and grounds of the Convent of the Sacred Heart were bought by the Parish of Natchitoches and given to the school.

The first session began November 1, 1885. Dr. Edward E. Sheib was president from 1885 to 1888, Colonel Thomas D. Boyd from 1888 to 1896, and Mr. B. C. Caldwell from 1896 to 1908.

The Act of Establishment declares that the school shall be maintained "for the benefit of such white persons of either sex as may desire and intend to teach in the public schools of Louisiana."

The Normal School is maintained by the State to train teachers for the public schools.

The necessary equipment of the successful teacher includes wholesome personality, sound scholarship and technical skill. The first of these cannot be furnished by any school; it comes by inheritance and early environment; but it is the function of the Normal School to enlarge and strengthen it, and to add to it the qualifications of liberal learning and teaching power.

The course of training is planned with these ends in view. The first two and a half years of the course aim at thoroughness in mastery of the subjects of the public-school course, while the last year and a half are given chiefly to the study of teaching and to practice work in the Model School.

The conditions maintained at the Normal School give an environment that tends steadily to develop character and capacity for work. The course of study, the professional training, the companionship of hundreds of young men and women engaged in a common life-work, the intimate contact

with many strong teachers, and the lectures and addresses given by scholarly men from all parts of the country, help to establish high ideals of service. The stimulating influence of the literary societies, the opportunity to hear really good music and to see some good pictures and statuary, and the use of the library, with its thousands of books and fresh periodical literature, help to refine the taste, quicken the appreciation and strengthen the love of learning.

The well organized practice school, the new manual training rooms, the laboratories and library, the ventilating system in the academic building, the baths and screens in the dormitories, the beautiful grounds, with forest, lake and swimming pool, guarantee a delightful experience to those who come to take advantage of the excellent courses offered.

### LOCATION.

Natchitoches is a town of 4,000 inhabitants, situated a little northwest of the center of the State, on the Texas and Pacific and the Louisiana and Northwest Railways, 150 miles northwest of Baton Rouge, and 100 miles southeast of Shreveport. The town is 200 years old and is full of historic interest.

### REQUIREMENTS FOR ADMISSION.

The State Normal School is a professional school, and as such does not solicit anyone who does not expect to teach.

Students are admitted to any term for which they are prepared. To enter the first term, applicants must pass examination in English, arithmetic, American history and geography. Students of better attainments may enter a higher term, and complete the course in correspondingly shorter time.

Graduates of approved high schools and holders of first-grade teachers' certificates who have taught since certificates were issued, are admitted to the Sixth Term without examination, while those who have taught with second-grade certificates are admitted without examination, to the Third Term.

Teachers should be strong men and women, physically, mentally, and morally; and *weakness in any of these respects disqualifies the applicant.*

1. Age. Girls may be admitted after completing their fifteenth year, young men after their sixteenth. Girls in their fifteenth year and boys in their sixteenth cannot be admitted.

2. Health. Every applicant must present a certificate of good health and freedom from deformity. Blanks for this purpose are found in the back of the catalogue.

Persons in a low state of health, of frail physique, defective eyesight, impaired hearing, consumptive tendency, or those having any deformity, are not admitted.

Persons who have been exposed to contagious diseases, typhoid, yellow or scarlet fever, diphtheria, measles or small-pox, cannot be admitted without certificate from the Parish Health Officer.

3. Character. Applicants must present certificate of good character, signed by the Parish Superintendent. If not personally known to the Superintendent, the certificate may be signed by the Sheriff, Parish Clerk, Judge, or Police Juror.

4. Pledge. Students receiving free tuition sign the following pledge:

I, ....., Parish of .....,  
declare my intention to attend the State Normal School until graduated, and to teach in the public schools of Louisiana for at least one year after graduation.

(Signed) .....

The pledge is not construed to require continuous attendance. Many of the best students attend for only one or two terms at a time, then teach for a while to earn money for the remainder of the course.

Honorable release from the obligation may be obtained from the president on account of inability to do the required work, failure of health or eyesight, pecuniary necessity, or family bereavement, or by payment of tuition fees for terms of attendance.



Students who do not expect to teach in Louisiana pay a tuition fee of \$15 a term.

Students from other States have the same privileges as Louisiana students, provided they promise to teach in Louisiana or pay the tuition fees.

## STUDENTS' ORGANIZATIONS.

### LITERARY SOCIETIES.

There are four literary societies: The S. A. K., the E. L. S., the M. C. C., and the Mortar Board. In the first three, membership is limited to the classes above the fifth term. The Mortar Board Society is composed of students from the lower terms, and is under the supervision of a faculty committee. Regular meetings are held every Saturday night, to which only members are admitted, and open meetings are given once a term by each society. At commencement, there is an intersociety contest in oratory, declamation, extemporaneous speech, music, and parliamentary practice.

Three terms of society work are required for graduation. Two terms of society work are equivalent to one English credit.

### RELIGIOUS SOCIETIES.

The Normal School is a public, unsectarian school. It aims to throw around the students refined moral influences and to develop high ethical and religious standards of living.

Students attend the services of the churches in Natchitoches, Baptist, Catholic, Episcopal, and Methodist, and the B'nai Israel Synagogue. All of these have earnest members in the faculty, and students of every faith have abundant opportunity to observe all the requirements of their church duty.

The Young Men's Christian Association, the Young Women's Devotional Circle, the Apostleship of Prayer, and the King's Daughters have efficient organizations for religious and charitable work.

## LIBRARY.

A library of over five thousand books, with a subscription list of one hundred periodicals, including daily and monthly newspapers, professional, literary, technical and religious journals and magazines is available for the use of the students. This is the general workshop of the school. Students are sent here with references, according to their advancement and individual needs, to the authorities and sources of information. They are assisted in looking up these references by the librarian, who is in constant attendance.

The library is open from 8:15 a. m. to 4:30 p. m. every school day, and from 9 a. m. to 4 p. m. on Saturdays.

## SHOPS AND LABORATORIES.

There are well equipped manual training rooms and laboratories for physics, chemistry, elementary agriculture, botany, zoology, and psychology.

## COURSE ADVANCED.

During the past several yaars the increase and improvement of the high schools, the more efficient work done in the rural and graded schools, longer and more regular school terms taught by better-trained teachers, have made it possible for the Normal School for the second time to advance its course of study four months.

Beginning with the Summer Term of 1911, the work required in the four years' course of the Normal School will be divided into eleven terms of three months each, instead of into eight terms of four months each, as heretofore. This change will not affect the time required for graduation except to extend it one month—under the present system thirty-two months of study are necessary for graduation; under the new plan thirty-three will be required. While many courses will extend through several quarters, the general distribution of the work throughout the course will remain practically the same, except that three months of work

have been dropped from the first year, thus advancing the course exactly four months.

This division of the school year is designed primarily for the convenience of those teachers who find it necessary to do their Normal work in the intervals between public school sessions. Under the new system such students will be able within one calendar year to teach nine months in the schools of the State, make one quarter's credit at the Normal School, as the Summer Term will consist of ten weeks of six days each, and then spend one month in rest and recreation.

Many students begin courses which from unexpected causes they are unable to complete. By shortening the term unit of each course, much loss of time and repetition of work resulting from incomplete work will be eliminated.

While less time is devoted to the work of the lower terms and the course is strengthened by the addition of further studies, yet the units of subject-matter are closer, more compact, better adjusted, and a wider choice in electives is given, thus offering greater opportunity for preparing for work along a special line.

## COURSE OF STUDY.

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### FIRST TERM.

- 1 English Grammar
- 2 Algebra
- 3 American History
- 4 Elementary Biology
- 5 Writing and Spelling
- 6 Geography

### SECOND TERM.

- 1 English Composition
- 2 Algebra
- 3 Ancient History
- 4 Drawing
- 5 Singing
- 6 Zoology

Applicants for second-grade teachers' certificates in the summer term may take the following subjects, equivalent to Second Term: Grammatical Analysis, Algebra, History and Civics, Drawing, Arithmetic, Theory and Art.

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### THIRD TERM.

- 1 Latin or French
- 2 Algebra
- 3 Modern History
- 4 Botany
- 5 Singing
- 6 Drawing

### FOURTH TERM.

- 1 Latin or French
- 2 Literature
- 3 Plane Geometry
- 4 Modern History
- 5 Physiology
- 6 Drawing

### FIFTH TERM.

- 1 Latin or French
- 2 Plane Geometry
- 3 Physics

### FIFTH TERM.

- 4 Literature
- 5 Singing
- 6 Drawing

Applicants for first-grade teachers' certificates in the summer term may take the following subjects, equivalent to Fifth Term: Higher Algebra, Geometry, Physics, Theory and Art, Geography, Advanced Arithmetic.



COOKING.





FACULTY—1910-1911.





## SIXTH TERM.

- 1 Literature
- 2 Latin or French
- 3 Solid Geometry or Physiography
- 4 Psychology
- 5 Manual Training
- 6 Singing

## SEVENTH TERM.

- 1 Discourse
- 2 Pedagogy
- 3 Advanced Arithmetic
- 4 Latin or French
- 5 Physics
- 6 Manual Training or Drawing

## EIGHTH TERM.

- |                            |                 |
|----------------------------|-----------------|
| 1 Discourse                | Electives :     |
| 2 Pedagogy and Observation | Latin or French |
| 3 Writing                  | Manual Training |
| 4 Chemistry                | Physics         |
| 5 Trigonometry or Civics   |                 |

## NINTH TERM.

- 1 Advanced Grammar
  - 2 History of Education
  - 3 Practice Teaching
  - 4 Pedagogy
  - 5 Chemistry
- Electives :
- Latin or French
- Analytical Geometry
- Manual Training
- Singing
- Drawing
- Physics

## TENTH TERM.

- 1 Discourse
  - 2 Applied Psychology
  - 3 Practice Teaching
  - 4 Economic Biology
  - 5 La. History and Civics
- Electives :
- Latin or French
- Chemistry
- Singing
- Drawing
- Manual Training

## ELEVENTH TERM.

- |                         |                 |
|-------------------------|-----------------|
| 1 Literature            | Electives :     |
| 2 School Administration | Manual Training |
| 3 Practice Teaching     | Latin or French |
| 4 Agriculture           | Singing         |
|                         | Drawing         |
|                         | Chemistry       |

Manual Training includes Domestic Science and Domestic Art for Teachers.

For special courses for the Summer Term, see pages 33-35.

## ADDITIONAL INFORMATION.

Latin and French are offered nine terms, four of which are elective.

Graduates of approved High Schools and holders of first-grade teachers' certificates are admitted to new Sixth Term. Holders of second-grade certificates are admitted to the third term.

The minimum number of credits required for graduation is: English, 10; Mathematics, 6; Science, 10; Drawing and Manual Training, 5; Singing, 4; Latin or French, 5; History and Civics, 5; Physical Training, 3; Professional Subjects, 9—54 in all.

Two terms of work in Literary Society may count for one credit in English. Advanced students may specialize in singing and drawing.

Courses in piano, voice, and violin are offered throughout the eleven terms.

Courses required by the State Institute Board are offered in the summer term of ten weeks.

The Summer School of 1911 offers credits of one full quarter on Normal School diploma, and also the usual fifteen per cent. on teachers' examination or extension of teachers' certificates one year.

*Teachers of experience, Normal School graduates, and those not desiring Normal School credits are given latitude in choice of work.*

Special courses in Primary Education, Kindergarten, Elementary methods, Agricultural and Industrial work for rural schools are offered.

## SPECIAL COURSES.

Special students in singing and drawing are required to take all the work in singing and drawing in the regular course of the Normal School, and, in addition, one term devoted exclusively to methods and teaching in these special subjects.

Any person desiring to become a special teacher of singing and drawing should first take the regular course at

the State Normal School or its equivalent. All persons taking the special course are required to take the following subjects: English 2 terms, Psychology 1 term, Pedagogy 2 terms, Observation 1 term, Teaching 1 term. Graduates of the State Normal School, by devoting 2 periods a day to teaching and observation, 2 to special methods and 2 to review work, may complete the special course in drawing and singing in one term.

Undergraduates who take the special course in drawing and singing are required to take the teachers' examinations in the parishes.

## EXPLANATION OF COURSES OF STUDY.

### ENGLISH.

*First Term.* Grammar. A study of the principles of technical grammar. Text—Buehler's English Grammar.

*Second Term.* English Composition. An elementary course designed to develop within the pupil the power of simple, strong, and direct expression. Text—Scott and Denney's English Composition.

*Fourth Term.* English Literature. Special work in oral reading. Scott's *Lady of the Lake*, Addison's *De Coverley Papers*, and Ruskin's *Sesame and Lilies* will be used in this course.

*Fifth Term.* English Literature. A careful and appreciative study of one Victorian novel, Coleridge's *Shorter Poems*, Carlyle's *Essay on Burns*, Byron's shorter poems.

*Sixth Term.* English Literature. Continuation of work in Fifth Term. Studies in Tennyson, Wordsworth, Shakespeare.

*Seventh Term.* English Discourse. Study of the structure of the paragraph. Work in exposition and reading of the best essays. Frequent themes. Text—Scott and Denney's *Paragraph-Writing*.

*Eighth Term.* English Discourse. Study of the best forms. Preparation and delivery of debates. Text—Foster's Argumentation and Debate.

*Ninth Term.* English Grammar. A critical study of the structure of the sentence. A course designed as preparation for teaching. Text—Kimball's English Sentence.

*Tenth Term.* English Discourse. A course in the study of Narration and Description. Reading of the best short stories. Frequent themes. Text—Bliss Perry's Study of Prose Fiction.

*Eleventh Term.* English Literature. Studies in Keats, Shelley, Browning. One comedy from Goldsmith or Sheridan.

### PROFESSIONAL WORK.

*Sixth Term.* Psychology. The description of the mental processes, their function in nature, their relation to the nervous system, and the dynamic tendencies of the mind in broad outline. Text—Thorndike's Elements of Psychology.

*Ninth Term.* History of Education. A systematic study of the great educational movements, with greater emphasis upon the more recent tendencies of modern times as exemplified in America, France, and Germany. Text—Monroe's Briefer Course.

*Tenth Term.* Applied Psychology. The laws which govern human nature and the principles which control and direct all mental and physical activity as directly applied to the art of teaching and schoolroom procedure. Text—Horne's Psychological Principles.

*Seventh Term.* Principles of Teaching. The essential general principles underlying and determining the whole educative process. Text—Thorndike's Principles of Teaching.

*Eighth Term.* Principles of Method. A study of the method of the recitation, and work in plan-writing. Text—McMurry's Method of the Recitation.

*Ninth Term.* Special Methods. The content, aims, materials, and methods in each of the leading subjects in elementary school curriculum. Text—McMurry's Special Methods.

*Eleventh Term.* School Administration. Problems in organization, supervision, and management. The State Course of Study for both the Elementary and High Schools. The State School Law. Text—Chancellor's Our Schools.

### MODEL SCHOOL AND TEACHING.

The Model School includes eleven grades, with an enrollment of three hundred pupils. The first seven grades are doing *model* work as outlined in the State Course of Study for the Elementary Grades. The four highest grades are doing work that corresponds to the work done in the best approved high schools of the State.

The teaching force consists of a skilled training teacher and nine expert critic teachers.

The purposes of the school are to maintain, as far as possible, ideal school conditions to serve as models for the prospective teacher, and to furnish an opportunity for the student-teachers to demonstrate their natural and acquired qualifications for practical service in teaching. Nothing is done that in any way hampers the individuality of the student-teacher. No amount of undirected teaching experience can be equivalent to skillfully directed training in a well organized model school.

### PRACTICE TEACHING.

*Eighth Term.* Observation. Observation of expert teaching. This furnishes the student an opportunity to observe model lessons given by the critic teachers, and to become acquainted with the work of a well organized school. All lessons are observed and discussed under the direction of the training teacher.

*Ninth, Tenth and Eleventh Terms.* Teaching. Practice teaching in Model School one period a day throughout

the three terms. This affords the student-teacher opportunity to become familiar through actual experience with model work in each department. Students may specialize in work for which they are best adapted. Every lesson taught is given careful preparation. A written plan is submitted to the critic teacher before the recitation. Practically every class exercise is observed by the critic teacher or the training teacher.

### MATHEMATICS.

*First Term.* Beginning Algebra. To factoring. Wentworth's New School.

*Second Term.* Algebra continued. To quadratics. Wentworth.

*Third Term.* Algebra completed. Wentworth.

*Fourth Term.* Plane Geometry. Books I and II. Wentworth.

*Fifth Term.* Plane Geometry completed. Wentworth.

*Sixth Term.* Solid Geometry. Wentworth.

*Seventh Term.* Advanced Arithmetic. Sisk's Foundations of Higher Arithmetic. A knowledge of elementary arithmetic is required.

*Eighth Term.* Trigonometry. Wentworth.

*Ninth Term.* Analytical Geometry. Ashton and Marsh.

### HISTORY.

*First Term.* American History. Study of the great epochs of American history to give a unified view of the United States as a whole. Special study of institutional life and the underlying causes. Text—Doub's History of the United States.

*Second Term.* Ancient History. A brief study of Oriental nations to show influence on Greece and Rome. Special emphasis upon the modern nations of Greek art and culture, Roman law and organization, and Teutonic blood



and customs. Text—Botsford's Ancient History for Beginners.

*Third Term.* Modern History. Study of the dissolution of Charlemagne's empire, the formation of the modern nations of Europe, feudalism, the Crusades, the Reformation, the Renaissance, and the Monarchic States. Text—West's Modern History.

*Fourth Term.* Modern History. Study of the modern nation State, beginning with the French revolution. Special attention to the democratic and industrial reforms since 1789, and to the political life of the world to-day. Text—West's Modern History.

*Eighth Term.* Civics. Development and analysis of Constitution of United States. Reports from reference books and current literature to supplement text and to acquaint the student with source materials. Text—Government in the State and Nation, James and Sanford.

*Tenth Term.* Louisiana History and Civics. Study of the government of home, school, ward, parish, and State. Special attention given to municipal government, taxation, and school law. Important men and critical periods in Louisiana history studied from outlines, with reference work and reports.

## SCIENCE.

*First Term.* Elementary Biology. Study of the simple life-forms found on the campus, insects, birds, trees, etc. Development lessons in physiology. Text—Hunter's Elements of Biology.

*First Term.* Geography. Earth forms, climate, natural resources, commercial, political and State geography. Study of one continent as a type. Text—Frye's Higher Geography.

*Second Term.* Zoology. Study of type forms of animals. Emphasis upon the relationship, distribution, adaptations, and habits. Text—Herrick's Zoology.



*Third Term.* Botany. Plant physiology, morphology, and classification, with especial stress on ecology. Text—Andrews' All the Year Round.

*Fourth Term.* Physiology. General physiology, emphasizing nutrition, sensation, and hygiene. Text—Conn and Budington's Advanced Physiology.

*Sixth Term.* Physiography. Earth structure: agents of erosion, land forms. Earth relations: form, motions, seasons. Atmosphere: constitution, temperature, winds, weather maps. Oceans: currents, tides, life. Text—Salisbury's Physiography.

*Tenth Term.* Economic Biology. Life history of animals and plants of farm and garden. Animal and plant diseases. Insecticides and fungicides. Interdependence of plants and animals. Text—State and U. S. Government Reports.

*Eleventh Term.* Elementary Agriculture. Course adapted to those who teach in graded or rural schools. Study of soil, drainage, tillage, and use of fertilizing agents. The making and care of a school garden. Trucking, animal feeding, and dairying. Text—Bailey's Principles of Agriculture.

### GARDEN WORK.

The garden work, or agriculture, is divided into four divisions, all of which are made to correlate by training to do, to observe and experiment along certain simple lines in class or on the grounds. In the Model School, the first seven grades have their own garden plots, where the selection of varieties, the planting and the tillage are supervised by a critic teacher and one or more student teachers. Seeds and necessary tools are furnished by the Normal, and the children are allowed to carry their products home. Besides the actual work in the garden, they have in the classroom lessons on soil, weather, plants, and animals.

In the Normal School, the work begins with elementary biology in the first term, continued in botany and zoology through the second and third terms; related facts empha-





sized in the higher classes in physics and chemistry, and the work definitely taken up again in the tenth term.

The agriculture proper is taken up in the tenth term, and the class and observation work devoted to the study of injurious and beneficial plants and animals. Collections are made, methods of propagation or extermination studied, and spraying and fumigating for plant or animal diseases illustrated. Special stress is laid on the economic plants and animals of our own State.

Breeds of hogs, horses, cattle, and poultry are studied, and literature of experts in these lines furnished the students.

The agriculture is continued in the eleventh term, where the soil is studied and its proper preparation and fertilization carried out. Each student in this class has a garden plot of not less than two hundred and fifty square feet, where six or more vegetables suitable for a home garden are planted. Besides the work in the individual gardens, some help is given in the larger garden, where truck is grown for the Normal School.

More intensive work relating to the dairy is taken up by these students. They visit the model dairy of the Normal, take notes on the feeding, milking, and care of the milk, water supply, etc., and are taught the use of the Babcock milk tester, thermometers, etc.

### PHYSICS.

*Fifth Term.* Mechanics and Heat. The laboratory work aims to develop the power of observation and logical reasoning, as well as a general knowledge of the subject. Text—Carhart and Chute.

*Seventh Term.* Sound, Electricity, and Light. Same text.

*Eighth Term.* Advanced work in Mechanics, and construction of apparatus by the student. Text—Dana's Elements of Mechanics.

*Ninth Term.*—Advanced work in Magnetism and Electricity, and construction work continued. Text—Stewart and Gee.

## CHEMISTRY.

*Eighth Term*—Inorganic Chemistry begun. The laboratory exercises form the basis of the work. Text—Ostwald and Morse.

*Ninth Term*—Inorganic Chemistry continued. Same text.

*Tenth Term.* A more careful study of the principles of Chemistry, with the purpose of presenting the teacher's point of view. Text—Newell's.

*Eleventh Term.* Continuation of tenth term work, and supplementary work in analysis. Same text.

## LATIN.

*Third Term.* Beginning Latin. A thorough drill in pronunciation, forms, with marking, vocabulary, and elementary principles of syntax. Roman method of pronunciation used. Daily exercises in translation, frequent reviews, and sight-reading. Work extends through third declension of nouns. Text—Collar and Daniell's First Year's Latin.

*Fourth Term.* Continuation of the above course, with frequent reviews. Work to extend to the ablative absolute. Same text.

*Fifth Term.* Conclusion of the above text, with reading of easy Latin stories.

*Sixth Term.* Second and third books of Cæsar's Gallic War. Critical study of constructions, change of indirect discourse into direct. Attention paid to the geographical and historical setting of the commentaries. An effort is made to have the student understand the Latin idiom and translate it into good, idiomatic English. Prose composition once a week. Texts—Walker's Cæsar; D'Ooge's Composition.

*Seventh Term.* First and fourth books of Cæsar's Gallic War. Practice in sight reading. Prose composition once a week, as above, using the same texts.



*Eighth Term.* First and second Orations Against Catiline. A careful study of Cicero's style, and the historical setting of the orations. Texts—D'Ooge's Cicero; Composition.

*Ninth Term.* Third and fourth Orations Against Catiline, and Manilian Law. Eighth term work continued. Same texts.

*Tenth Term.* First and second books of Vergil's *Æneid*. Critical study of poetic style, and practice in scansion. Constant contrast with prose forms and construction. Mythological references studied.

*Eleventh Term.* Vergil's *Æneid* continued.

## FRENCH.

*Third Term.* Drills in pronunciation; practice in easy conversation, training of the ear. Text—Chardenal's French Course.

*Fourth Term.* Special study of the regular verb in oral and written expression. Conversation and composition based upon text read. Text—Chardenal's Course continued. Reading—Bercy's *Le Second Livre des Enfants*.

*Fifth Term.* Idiomatic French introduced. Special study of the irregular verb; oral and written expression of same. Practice in conversation and composition based upon text read. Text—Chardenal's Course continued. Reading—Mairet's *La Tache du Petit Pierre*.

*Sixth Term.* Idiomatic French continued. Study of the subjunctive and participle. Text—Frazer and Squair's Grammar. Reading—*La Tache du Petit Pierre* continued.

*Seventh Term.* Idiomatic French continued in oral and written expression. Text—Frazer and Squair's Grammar. Reading—Hugo's *Les Misérables*, prepared for class use.

*Eighth Term.* Texts—Frazer and Squair's Grammar; Moliere's *Le Bourgeois Gentilhomme*.



MANUAL TRAINING.



*Ninth Term.* Texts—Sauveur's Grammar; Corneille's *Le Cid*.

*Tenth Term.* Methods of teaching French in public schools. Reading—Racine's *Athalie*, *Esther*.

*Eleventh Term.* Course of reading continued.

### MANUAL TRAINING.

*Sixth Term.* Elementary Manual Training. This course is planned to give instruction in those forms of handwork that are most suitable for use in the elementary school, and to study them from an educational point of view. The course includes paper-folding and cutting, cardboard construction, bookbinding, burlap-work, weaving, cord and string work, and basketry—reed and raffia. Designs made in the fifth term drawing used whenever possible. Text—Jensen's *Elementary Industrial Work*.

*Seventh Term.* Woodwork. The technical processes of woodworking as a basis for teaching in the upper grammar grades. Instruction in the use, construction and care of tools. Working drawings made.

*Eighth Term.* Woodwork. Work of the preceding course more difficult in processes and in constructions. Designs made in seventh term drawing used. Courses suitable for the upper grammar grades worked out.

*Ninth Term.* Woodwork, advanced. Aim, to prepare for the teaching of woodwork in the high school. Joinery in furniture construction.

*Tenth Term.* Woodwork. Preceding course continued. Problems relating to the organization of manual training, equipments and costs discussed.

*Eleventh Term.* Mechanical Drawing. A course planned especially for those expecting to teach manual training. Instruction in the principles and practice of working drawings, dealing with the fundamentals of work in the upper grammar grades and lower high school grades, Lettering, care and use of instruments, elementary geomet-

rical construction and working drawings included. Woodwork and clay modeling in the Model School may be observed by all student teachers.

### DOMESTIC SCIENCE AND ART.

This department presents a course of instruction for the training of special teachers of domestic science, grade teachers, who make it a part of their regular work, and rural teachers who introduce household economics in the country schools.

The object of this course is to afford a training in those subjects that relate to the home life—plain sewing, cutting and fitting garments, and the intelligent cookery of food materials, so that the best results will be obtained with the least expenditure of time and money. Habits of accuracy, observation, careful movement, order, neatness, and cleanliness are the result of daily practice; and the woman who has these habits well fixed must influence those with whom she comes in contact to become better members of that larger household—the community.

*Sixth Term.* Sewing. Course of handwork, including the following stitches applied in the making of articles suitable to lower grade work: overcasting, basting, running stitch, overhanding, hemming, blanket stitch, gathering, French hemming, darning and weaving, outline stitch, and cross-stitching. Designs made in fifth term drawing are used on mats, doilies, etc. This course is planned to meet the needs of the students having little or no previous experience in sewing or planning for grade children.

*Seventh Term.* Sewing. Use and care of the sewing machine. Study of textiles—wool, cotton, linen, silk. Making of undergarments. This includes taking of measures, simple drafting, economy in cutting material, fitting and finishing. Monograms and designs worked out in the previous term used.

*Eighth Term.* Cooking II (including Food Study). Personal appearance and care of room considered. A study

of the composition, digestion, nutritive value, and desirable combinations of foods. Cooking of starchy foods, such as potatoes, cereals, etc.; proteid foods, meat and eggs; fat, method of clarifying, frying croquettes; batter and dough series, and the use of different leavening agents.

*Ninth Term.* Sewing. A study of the materials suitable for a wash dress. Drafting continued, making use of designs worked out in drawing. Making of tailored shirt-waist suit (wash material), special attention being given to the sleeve placket, skirt placket, neat and convenient fastenings, and finishing of seams.

*Tenth Term.* Cooking. The study of foods continued in connection with the daily cooking lesson. Keeping accounts; cost of materials; fruit preservation; cooking of fish, game and poultry; cake making and review of leavening agents; inexpensive desserts; table setting and serving.

*Eleventh Term.* House management. The home, its organization and development; relation to simple life of the past; relation of home to society; systematic housekeeping; household accounts, methods, value of; furnishing of the home; daily and weekly cleaning; study of cleaning agents.

Sewing. A study of materials suitable for a graduating dress. Planning of simple designs. Drafting continued. Making of one-piece dress, applying the designs made in drawing.

## SINGING.

*Second Term.* Unison singing, rhythm work, ear training, tone work, exercises in nine keys, and beginning sight singing. Text—Modern Primer.

*Third Term.* Rhythm forms applied to sight reading, part singing, advanced ear training in rhythm and tone, dictation exercises. Text—Modern Second Book.

*Fifth Term.* Tone work, relative major and minor keys, four-part singing, bass clef. Text—Common School Book.

*Sixth Term.* Individual singing, study of the development of the voice, chorus. Text—Modern Fourth Book.

*Ninth Term.* Review of sight singing and rhythm, study of tone production, methods of teaching in lower grades, primary material. Text—Book 1, Smith; Book I, Gaynor.

*Tenth Term.* Study of authors and their works, songs for the higher grades and high school. Text—Balzell's History of Music.

*Eleventh Term.* Sight singing through the entire set of books, high school material, chorus conducting, methods of teaching in all grades. Modern Music Series.

## DRAWING.

*Second Term.* Landscape Composition. In color for handling; in black and white for values. Free-hand representation. Objects from nature, as fruit, vegetables, and flowers, in color. Illustration. Circular perspective. Object study. Principles of design. History of art. Text-books of Art Education, Book IV.

*Third Term.* Review of landscape composition. Plant study. Parallel and angular perspective. Object study. Pose work. History of art. Text-books of Art Education, Book V.

*Fourth Term.* Mechanical drawing. History of art. Text-books of Art Education, Book VII.

*Fifth Term.* Study of human figure. Illustration. History of art. Designs for use in domestic science and manual training classes. Text-books of Art Education, Book VI.

*Seventh Term.* Object study, full value. Applied design. Making designs for use in domestic science and manual training classes. Human figure. History of art. Text—Art Education for High Schools.

*Ninth Term.* Review of perspective. Blackboard drawing. Illustration. Designs for domestic science class. History of art. Text—Art Education for High Schools.





ALUMNI PROCESSION, 25TH ANNIVERSARY.





*Tenth Term.* Methods. Outdoor sketching. History of art.

*Eleventh Term.* Plant study, full value, color and pencil. Human figure. Design for graduation dress. The crafts. History of art.

## WRITING AND SPELLING.

*First Term.* Five hours a week in spelling and writing. The purpose is to form the habit of correct spelling and to write legibly and rapidly. Medial slant system used.

*Eighth Term.* Writing. Speed without sacrificing legibility sought. The characteristics of various systems, the excellencies and defects of each, and methods of teaching writing illustrated. Medial slant used.

## PHYSICAL EDUCATION.

Students are required to take three terms of directed physical training before graduation. This work must be taken before the tenth term. Suits must conform to regulations.

For boys, football, baseball, and tracks are much encouraged among outdoor sports. Contests with some of the strongest universities in the South are held. The aim of this work is not to develop winning teams, but to give methods of developing one's own physical nature; to instruct in the art of training others, and to create right ideals in sport and physical training.

For girls, tennis, basketball, track work, and swimming are standard sports. The methods employed in teaching the above are those observed at Vassar, Bryn-Mawr, and the Cathedral School for Girls at Washington, D. C.

## PIANO.

The prescribed course of study for the piano requires approximately four years of the regular student of average ability. Throughout the course, studies of varying degrees

of difficulty adapted to the individual needs of the student are given.

*First Year.* Scales, arpeggios and broken chords. Tapper Graded Course, Vols. I and II. Twelve easy studies by Kohler, Czerny's Practical Method for Beginners, Easy Selections from Mrs. Crosby Adams, Hannah Smith, Gurlitt, and Charles Dennee.

*Second Year.* Scales, arpeggios and broken chords. Tapper Graded Course, Vols. III and IV. Twelve easy Preludes by Bach, Heller, Czerny. Selections from Jensen, Schumann, Gade, McDowell, and Mendelssohn.

*Third Year.* Pischna, Czerny, German Vol. II. Bach's Two and Three-part Inventions, Kullack's Preparatory Octave Studies; Sonatas by Mozart, Clementi, Czerny; Selections from Leschitzky, Frimil, Grieg, Sinding, Chopin.

*Fourth Year.* Bach's Well Tempered Clavichord, Clementi's Gradus ad Parnassam, Kullack's Octave Studies, Cramer's Etudes, Sonatas by Beethoven and Schumann. Works of Chopin, Grieg, McDowell, Tschaikowsky, Brahms, Saint-Saens.

## VIOLIN.

*First Year.* Correct position; the use of the whole bow; study of tone. Elementary scales and arpeggios. Violin Method by Zanger. Etudes by Wohlfahrt, Op. 45. Easy selections from Lange, Tolhurst, Allen, Atherton, Ehrhardt and Kohler.

*Second Year.* Beginning third position. Scales and arpeggios. The use of different lengths of the bow. Etudes by Wohlfahrt, Op. 74, and Kayser. Duets by Mazas. Selections from Renard, Demuth, Case, Sitt, Schill, Braga, and Dancila.

*Third Year.* Scales and arpeggios in third, fourth and fifth positions. Martelé bowing. Studies by Dont. Duets by Pleyel. Selections from Barowski, Hauser, Elgar, Wohlfahrt, Saury, Neruda and Godard.

and criticised. The student's viewpoint in this course will be greatly enlarged, if he takes regular observation work in the elementary grades of the practice school, in connection with the elementary methods.

### PRIMARY EDUCATION.

This course is designed to meet the needs of the teacher in actual service. It will include a discussion of principles underlying the work of first and second grades: the language group, including reading, eclectic method in detail; phonics, emphasizing value in reading work; language and literature, special consideration of method in story; writing and spelling; number, including discussion of theoretical side, but emphasizing the practical; science and history, emphasizing value as basic work for manual training.

### MANUAL TRAINING FOR RURAL SCHOOLS.

An elementary course for rural teachers. This course is based largely upon material easily obtained in the rural districts. Equivalent to the regular sixth term.

### A SHOP COURSE FOR RURAL TEACHERS.

This course emphasizes the care and use of tools, the selection of tools for rural schools, and the planning and construction of objects most needed in the rural districts. This course is equivalent to the regular seventh term.

### DOMESTIC SCIENCE FOR RURAL SCHOOLS.

This course is offered for those teachers who intend to introduce the work in the rural schools. In sewing, simple, useful articles and garments are made. The work in cooking is of such nature as to unite home life and school interests by making use of those products supplied from the school garden. This course is an equivalent of the regular sixth term.

## PEDAGOGY FOR RURAL TEACHERS.

In recognition of the fact that the problems facing country teachers differ materially in many respects from those of the town or city, and the further fact that the curriculum of rural schools should also differ from that offered in larger centers, there is offered this summer a course in Pedagogy open to all persons who expect to teach in country schools, either graded or ungraded. It will be correlated in so far as possible with the work for rural teachers to be offered in manual training, domestic science, gardening, and agriculture.

This work will be based in a general way on Butterfield's Chapters in Rural Progress and Foght's The American Rural School. Two weeks of the time will be devoted to the State Course of Study for Rural Schools.

## SCHOLARSHIPS.

The General Assembly of 1904 provided that the Police Jury of each parish may make appropriation for the maintenance of a beneficiary student at the State Normal School.

The Police Jury in each of the following parishes now maintains a scholarship student in the Louisiana State Normal School: Acadia, Ascension, Assumption, West Baton Rouge, Caddo, Calcasieu, Concordia, De Soto, Franklin, Grant, Iberia, Iberville, Jefferson, Madison, Natchitoches, Ouachita, Plaquemines, Pointe Coupee, St. Landry, St. Tammany, Tensas (2), Sabine, Terrebonne, West Carroll, St. Bernard and Rapides.

These students are among the best in the school, and, as shown by the splendid services rendered the parishes by those scholarship students who have graduated and become teachers, the parish funds could not be better invested than in the training of a good teacher for the children.

## ALBY L. SMITH SCHOLARSHIP.

The Alumni Scholarship, established in 1897, is called the Alby L. Smith Scholarship, in memory of the first training teacher. The award is made by a committee of the

Alumni Association. Students prepared for the sixth term, or above, are eligible to this appointment.

### ALUMNI LOAN FUND.

The Alumni Association maintains a loan fund, from which temporary loans are made to students in the last year of the Normal Course, to be repaid out of the first year's earnings after graduation. The graduating class of 1909 began a movement to raise a five thousand dollar alumni loan fund by subscribing five dollars (\$5) each. Several classes have followed the example, and the movement has been indorsed by the association. It is their wish to raise this fund at once, so that the good work of helping worthy students may go forward.

### GRADUATION.

The requirements for graduation are two: satisfactory completion of the course of study and development of an acceptable degree of skill in teaching and control. They are equally indispensable; no amount of scholarship can take the place of teaching power, and no facility in teaching can atone for poor scholarship.

The diploma of the Normal School is authority for a license to teach in any public school of Louisiana for four years. It may be renewed indefinitely by the Board of Administrators "upon satisfactory evidence of success, progress, and good character." Furthermore, the diploma of the State Normal School shall entitle its holder to such degree of preference in selecting teachers for the public schools of the States as may be deemed wise and expedient by the State Board of Education.

Four classes are graduated each year, but there is only one commencement exercise, in May, at which time diplomas for all graduates of the year are given.

### DEMAND FOR GRADUATES.

The schools of Louisiana require five thousand white teachers. The average term of service is about four years, and a thousand new teachers are needed each year.

Many of the Parish Boards now engage only trained teachers, and in every parish of the State some schools require normal graduates. As popular interest in the public school increases, there is an increasing demand for trained men and women; and for several years the Normal School has had many more calls for graduates than it could supply.

Capable, well trained teachers are eagerly sought by school boards, not only in Louisiana, but throughout the South. And every man and woman prepared to give superior service in the schoolroom may be sure of prompt employment in responsible positions at good salaries.

For several years the graduating classes of the Normal School have been practically all engaged in advance of graduation. The demand for trained teachers may be expected to increase; and the public school service offers an inviting field to the strongest and worthiest young men and women of the State.

Graduates of the Normal School are filling well many important school positions as Parish Superintendents, High-School Principals, and teachers in the best schools of the State, while many others are rendering equally valuable service in the rural schools.

The courses of study equip teachers for success in their chosen lines of work.

### THE BOARDING CLUB.

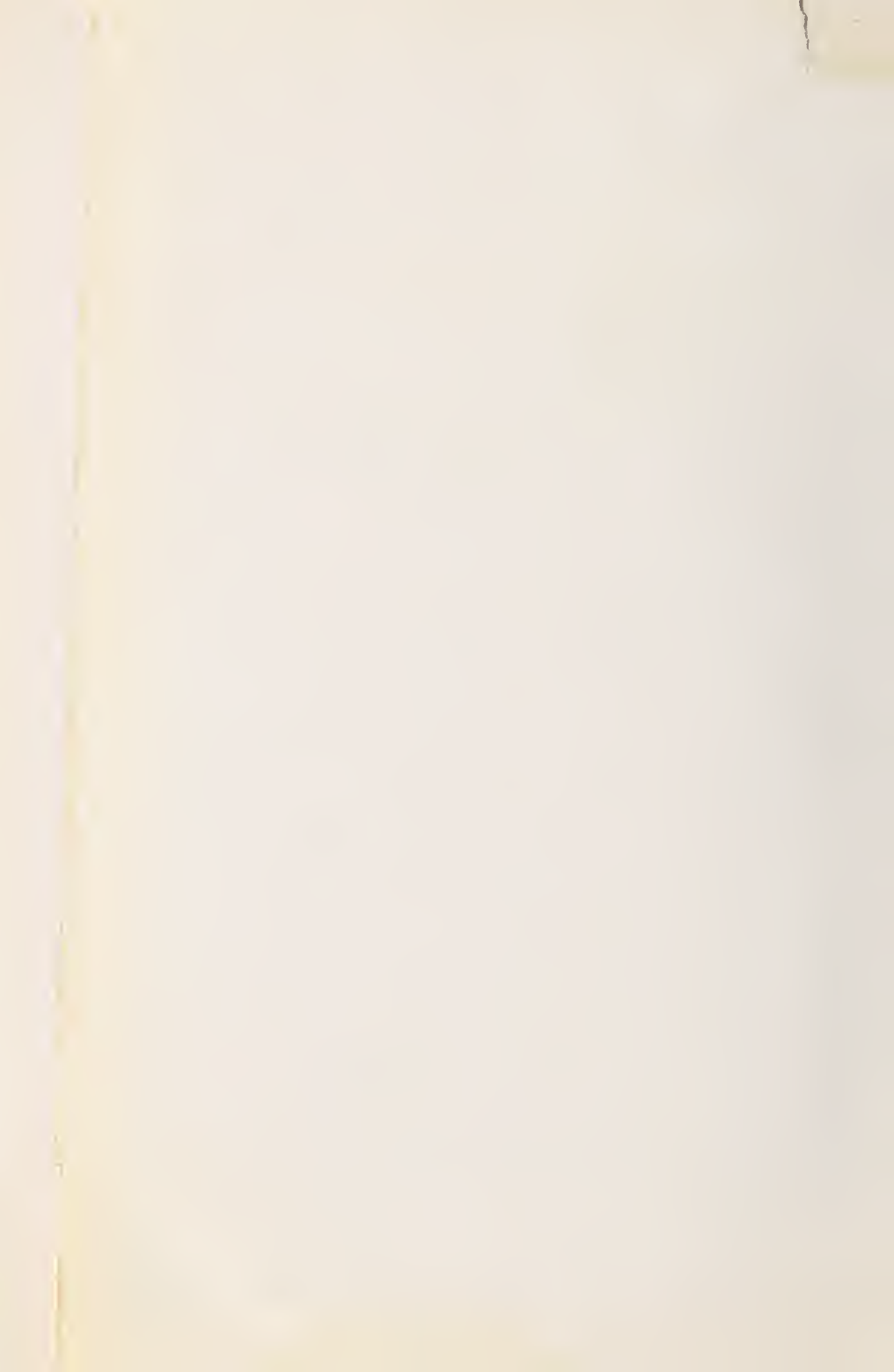
Seven buildings are used as dormitories for young women. The new concrete dormitory is fireproof. The new fireproof dining room seats one thousand persons. The new steam laundry is fireproof and motor-driven. Young men board in private families in town, approved by the president of the school.

The boarding club accommodates seven hundred young women. The bedrooms are furnished with single beds, mattresses, chairs, tables, dressers, wardrobes, washstands or lavatories, steam heat, and electric light.

Students provide their own pillows, sheets, blankets, bedspreads, towels and napkins. Feather beds, cotton "comforts" and quilts are not allowed in the dormitories.







Every bedroom is comfortable and properly furnished. Choice is given to students who are living in the club. *New students cannot choose rooms*, but are assigned to places by the matron of the club. All rooms are comfortable and sanitary.

There are sanitary closets and bathrooms, supplied with hot and cold water.

The club is governed by the president of the school, and receives his personal attention throughout the year.

The beautiful Normal grounds are the home and recreation grounds of the young women of the club after school closes in the afternoon.

#### CLUB RULES.

1. Applicants must file certificates of good health and good character, and agree to observe the club rules.

2. Club members are required to conduct themselves with propriety, and to show due regard for the rights of others.

3. Members cannot leave the ground without reporting to the matron, both on leaving and returning.

4. No member will be permitted to spend the night away from the club, and *requests to this effect from parents will always be refused*.

5. Young women living in the club are not permitted to receive calls from gentlemen.

6. *Club members are not allowed to receive packages of food.*

7. Medicines must not be kept in bedrooms. No narcotic, intoxicant, or poisonous substance is allowed under any circumstances. Remedies for the simple ailments incident to school life are kept and dispensed by the nurse. When a student is sick enough to need the attention of a physician, she is taken to the infirmary and placed in charge of a graduate nurse.

8. On Sunday club members may attend any day service at the churches.



FIRE DRILL.



9. For a minor violation of the club rules, a member may be put under arrest, which means forfeiture of privileges for the time. For any grave violation of rules or of propriety, for continuous neglect of duty, or unbecoming conduct, the member will be dismissed.

Nearly all the club members are preparing themselves for their life work, most of them at their own expense. And with students of this class the largest possible liberty may be safely allowed. Every feature of the club management rests on the assumption that the students are capable of self-control, and that they desire to advance the interests and welfare of the club.

### CLUB EXPENSES.

The charge to club members is \$3 a week. Laundry is 50 cents extra. This is payable four weeks in advance. For less than a week board is 50 cents a day. For mothers and sisters of club members, the charge is \$1 a day. No other visitors are accommodated.

The charge covers board, room, fuel, light, and service.

In cases of protracted sickness, students pay for the services of physician and nurse, and for medicine and other supplies required for individual use.

### GENERAL.

In the fall, winter, and spring terms, breakfast is served at 8 o'clock; luncheon at 12:10; dinner at 5. In the summer term, the hours are changed to suit conditions.

No rising hour is prescribed, and students are advised to sleep as late as possible in the morning. Negligee dress is not allowed in dining-room.

It is harmful for students to have too much spending money, and simplicity in dress is desirable.

## EXPENSES.

Tuition is free to all who expect to become teachers; others pay a fee of \$15 a term. Students taking special courses not leading to graduation pay the same fee.

The incidental fee for regular students is \$2 a term; for pupils in the Model School, \$1 a term.

Individual lessons in violin, piano, and voice are the only subjects for which there is a special fee; for such lessons the charge is \$12 a term.

All fees are payable in advance. The incidental fee must be paid for a *fraction of a term the same as for the full term*.

Board in dormitories costs \$3 a week; in private families, from \$3.50 to \$5 a week, according to accommodations furnished.

Washing for men costs about \$1 a month; for women, \$2 to \$2.50.

The following is an average estimate of the cost of attendance to a regular student in the Normal School:

Board and laundry, twelve weeks at \$3.50.....	\$42.00
Books and stationery .....	10.00
Incidental fee .....	2.00
Infirmary fee .....	1.00
	<hr/>
	\$55.00

Students working in the laboratory or shops pay a fee of \$1 a term.

Parents are advised to have clothing for their daughters made at home.

The cashier receives deposits from club members and pays money drawn against these deposits. The club becomes responsible for deposits.

Club members are advised to deposit their money *immediately after arriving. Money should not be kept in the bedrooms at any time.*



Clothing, towels, napkins and bedlinen should be marked with the owner's *full name, not with initials only.*

Trunks and handbags should have the owner's *name* and *address* PRINTED on them. Initials and cards are insufficient.

New students should give notice a day or two in advance of their coming, so that they may be met at the station.

For further information write

J. C. MONROE, Registrar.

Natchitoches, La.







EVERY STUDENT WILL BE REQUIRED TO PRESENT  
THIS CERTIFICATE.

HEALTH CERTIFICATE.

(To be filled out and signed by the Parish Health Officer or a responsible  
practicing physician.)

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*This certifies that .....  
of .....La., is known to me personally; and,*

*1. That ....he is free from consumption and other contagious diseases.*

*2. That ....he has no deformity such as would interfere with .....  
usefulness or success as a teacher.*

*3. That ....he has not been exposed within fifteen days to typhoid,  
yellow or scarlet fever, diphtheria, smallpox or measles; and,*

*4. That ....he is at this day in good health.*

*(Signed) .....M. D.*

*.....La., ..... 191....*

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CHARACTER CERTIFICATE.

To the State Normal School, Natchitoches, La.:

*This certifies that .....  
of .....La., is personally known to me, and that  
I recommend .....as a person of good character, worthy  
of being admitted to the Normal School to prepare .....self for the  
office of teacher.*

*(Signed) .....*

*Parish Superintendent.*

*.....La., ..... 191....*

Applicants not known to the Superintendent may have their certificates  
signed by the President of the School Board, President of Police Jury,  
Sheriff, Clerk, or Judge.





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